

February, 1942 VOL. I, No. 6

Journal OF THE



Association for Education by Radio

The Association for Education by Radio

Organizing Committee . . .

- H. M. BUCKLEY, Assistant Superintendent, Public Schools, Cleveland, Ohio.
- A. L. CHAPMAN, Director, Bureau of Research in Education by Radio, University of Texas, Austin, Texas.
- PHILIP H. COHEN, Chief, Radio Research Project, Library of Congress, Washington, D. C.
- JOHN S. CARLILE, Director of Radio Activities, University of Alabama.
- BELMONT FARLEY, Director of Public Relations, National Education Association, Washington, D. C.
- BLANCHE YOUNG, Educational Advisor, Recorded Lectures, Inc., Chicago, Ill.
- DOROTHY M. FROST, Seattle Public Schools, Seattle, Washington.
- ELIZABETH GOUDY, Director of Radio, Curriculum Assistant, Los Angeles County Schools, Los Angeles, Calif.
- ROBERT B. HUDSON, Director, Rocky Mountain Radio Council, Denver, Colorado.
- HAZEL KENYON, Educational Director, Station KIRO, Seattle, Washington.
- EDWARD M. KIRBY, Director of Public Relations, National Association of Broadcasters, Washington, D. C.; currently Chief, Radio Branch, Bureau of Public Relations, War Department, Washington, D. C.
- VERNA WALTERS, Supervisor of Elementary Education, Zanesville Public Schools, Zanesville, Ohio.
- HAROLD W. KENT, Director, Radio Council, Board of Education, Chicago, Ill.; currently Radio Branch, Bureau of Public Relations, War Department, Washington, D. C.
- KATHLEEN LARDIE, Department of Visual and Radio Education, Board of Education, Detroit, Michigan.
- CARL MENZER, Director, Station WSUI, State University of Iowa.
- PAUL C. REED, Director, Radio and Visual Education, Rochester Public Schools, Rochester, New York.
- I. KEITH TYLER, Director, Evaluation of School Broadcasts project, Ohio State University.
- WILLIAM D. BOUTWELL, Chief, Division of Radio, Publications and Exhibits, U. S. Office of Education, Washington, D. C.

Purposes of the Association

The organization of a group under the above title contemplates certain purposes among which are the following:

1. Development of an instrumentality through which persons interested in education by radio may have adequate communication.
2. Cooperation with the Institute for Education by Radio, the School Broadcast Conference, the United States Office of Education, and other institutions and groups interested in education by radio.
3. Representation of the interests of education by radio in connection with pertinent legislation, commission hearings, conferences and the like.
4. Encouragement of experimentation and research and widespread dissemination of findings.
5. Publication of a news, information and idea service on a periodical basis.
6. Establishment of this association as a recognized professional voice for those engaged in educational radio activities in civic, religious and educational groups and in the radio industry.
7. Advancement of such fields as teaching, workshops, documentary radio, educational frequency modulation stations and equipment.
8. Development of a practical program of promotion of national morale in cooperation with official agencies.
9. Ultimate inclusion in the National Education Association as a member department.

AER Election

At press time, the results of the election of AER officers were not available. Full details of the outcome of the election will be carried in the March issue.

Also in the March issue will be a complete report of the first national meeting of the AER, to be held in San Francisco on February 23, concurrently with the annual convention of the American Association of School Administrators.

Publications Committee . . .

- ELIZABETH GOUDY, Chairman. Director of Radio, Los Angeles County Schools, Los Angeles, Calif.
- CARL MENZER, Director, Station WSUI, State University of Iowa, Iowa City, Iowa.
- I. KEITH TYLER, Director, Evaluation of School Broadcasts Study, Ohio State University, Columbus, Ohio.
- PHILIP H. COHEN, Chief, Radio Research Project, Library of Congress, Washington, D. C.
- HAROLD W. KENT, Radio Section, Bureau of Public Relations, War Department, Washington, D. C.
- WILLIAM DOW BOUTWELL, Office of Education, Federal Security Agency, Washington, D. C.
- LUELLA HOSKINS, Radio Department, New York University, New York, N. Y.

EDITOR.....JAMES G. HANLON

BUSINESS MANAGER, GEORGE JENNINGS

Contributing Editors: Donald Cherry, Sequoia Union High School, Redwood City, Calif.; David Heffernan, Assistant Superintendent, Cook County Schools, Chicago, Ill.; Kathleen Lardie, Dept. of Audio-Visual Aids, Board of Education, Detroit, Mich.; William B. Levenson, Director, Station WBOE, Board of Education, Cleveland, Ohio; Clarence M. Morgan, Director of Radio Activities, Indiana State Teachers College, Terre Haute, Ind.; Blanche Young, Educational Advisor, Recorded Lectures, Inc., Chicago, Illinois; E. W. Ziebarth, Director of "Minnesota School of the Air," University of Minnesota, Minneapolis, Minn.; Kenneth G. Bartlett, Director, Radio Workshop, Syracuse University, Syracuse, New York; A. L. Chapman, Director, Bureau of Research in Education by Radio, University of Texas, Austin, Tex.; Sam H. Lynch, in Charge of Radio, Public Schools, Atlanta, Ga.

Send all material for the AER JOURNAL to 228 N. La Salle Street, Chicago, Ill.

Published monthly except June, July and August by the Association for Education by Radio, 228 N. LaSalle Street, Chicago, Illinois. The Journal goes to all members of the Association. Membership dues, including the Journal, \$2 per year. Send applications for membership to Robert B. Hudson, 21 East 18th Street, Denver Colorado.

The Association for Education by Radio assumes no responsibility for the point of view expressed in editorials or articles.

The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

Chicago, Illinois



Vol. I

FEBRUARY, 1942

No. 6

Educational Radio and World Conflict

KENNETH CAPLE*

The present world conflict is a challenge to our civilization. It is a challenge to the creative spirit of man to make the democratic dream a reality. The immediate problem is winning the war so that we will not be destroyed. To this task we must all give our thought and energy. But while we are fighting we must also work to make the democratic way so definitely a part of our lives that we will be able to win the peace which will follow. However, when the conflict is raging and passions are strong, there is the danger that even democratic nations may retreat from reason. We must make sure that the basis for democracy, the free play of intelligence, is maintained. When America entered the war, just as when the other democracies entered the war, it was with an avowal that this free way of life should not perish from the earth. We have willed a better way and now we are fighting for it.

The task of the teacher is to transmit to youth the wisdom of the race and the gracious ways of its culture. No matter what perils may assail the nation the youth must be trained to think clearly and guided in making sound judgments. The boys and girls must still solve their immediate problems in times of war and they must also have glimpses of the dream of the race. Teachers, therefore, must carry on using to the best of their ability what resources they may command.

Science has recently given to the world a new and amazing means of communication which is causing the greatest educational revolution since the invention of the printing press. This new and effective technic is radio. This social tool for mass education is remaking our world. Hitler realized the power of radio when he used a barrage of ideas instead of the older method of a barrage of shells to "soften up" France before he sent in the panzer divisions. Commerce, too, knows its power to soften up the con-

sumer with a barrage of "sweet" programs. Educators must plan a barrage if we are to win the peace for democracy. There is little time, but we have this mighty weapon, radio. The problem is how are we going to use it?

What programs are educators to present which will quickly and effectively help in the realization of the democratic dream? There is much talk among educational broadcasters of better publicity, more promotion, bigger bulletins and manuals, and instruction in utilization. All of these may be necessary, but the real problem is: Have we a philosophy on which to base our programs? Have radio educators analyzed the values and virtues of our day? Have we a yardstick with which we can measure our ideas? Are we aware of the ideas of the modern philosophers, and the ideas of the common man which have been transmuted by the poet and set to the music of this age? These are the stuff of which

the new world will be made. These are the materials for our radio programs.

What factors should be taken into consideration in planning a program? Has it reality? Is it personal? Does it present the great truths? The majority of sponsored programs are not attempting to meet these requirements. The commercial programs strive first of all for showmanship, and showmanship is the antithesis of sincerity and art. Our job is to choose the right materials and give them the basic emotional climate of validity. These, first and foremost, must form the warp and woof of every broadcast. It is not necessary to strive for the great and spectacular, but for the good and true. The program will have what is needed for education if it has simple beauty and sincerity. Commercial programs are striving to produce the mass-mind which will unthinkingly absorb the suggestions made by the advertiser. Broadcasts which are truly educational will fight against the mass-mind and aid the individual to think and act as an individual in co-operation with other individuals. We must suggest more socially acceptable ways of living, since what we live we learn. It is not enough for an educational radio broadcast to be "new" or "sweet." But every program must have a "lift." In all of the works of Sir James Barrie the underlying idea is courage. When you read one of Barrie's books, or see one of his plays, you go about with your chin a little higher and your eyes a little brighter. In the same way, the underlying idea of educational broadcasts must be the democratic dream. After hearing a real educational broadcast the listener will be prouder to belong to the "proud old pageant of man."

And now you will say, why must all these things be done? The "must" is because we are living in a time of revolution. The democratic dream, against which the totalitarian world is in revolt, will not come true unless we all believe in it, work for it, and live (Continued on inside back cover)

Calendar of Radio Education Meetings

American Association of School Administrators—February 21-26, Civic Auditorium, San Francisco, Calif.

Audio-Visual Section of the Texas State Teachers Association—March 6-7, Dallas, Tex.

Association for Childhood Education—April 6-11, Buffalo, New York.

American Council on Education—May 1-2, Mayflower Hotel, Washington, D. C.

Institute for Education by Radio—May 4-6, Columbus, Ohio.

WLW Educational Radio Conference—Station Operation—June 17-19.

American Library Association—June 22-27, Milwaukee, Wis.

National Education Association—June 28-July 2, Denver, Colorado.

* Director, School Broadcasts, British Columbia Department of Education, Vancouver, Canada.

Responsibility of State Departments of Education for Education by Radio

A. L. CHAPMAN*

An increased interest of State Departments of Education in Education by Radio bids fair to be one of the outstanding developments of the next few years in the field. At present most State Departments of Education have no individual responsible for radio in education. Some have whole or part time audio-visual education directors, and one State Department of Education has an individual whose sole responsibility is radio education. The causes of these conditions are numerous; nevertheless, the paucity of activities in this field by State Departments of Education does reveal that education by radio has not come to the forefront of their attention.

The hopeful sign is that State Departments of Education manifest an interest in education by radio. Although this interest is expressed in general statements of approval, it is worth noting that the interest is positive rather than negative.

The State Departments of Education throughout the country are in position to exert positive and effective leadership in the field of education by radio. There are several reasons for this ability.

1. The State Department of Education is probably the single most influential agency of education in any state.

2. The State Department of Education of most states is the single educational agency that reaches most schools.

3. State Departments of Education can coordinate the efforts of various educational and civic groups because the State Department of Education represents the entire state.

4. The State Department of Education generally is the principal supervisory agency for small or rural schools.

5. The State Department of Education has the facilities for promoting education by radio. There are numerous supervisory officers; there is generally a travel, postage, and publication fund; and, information is received from throughout the state, and from other states, which individual school systems do not get.

6. The State Department of Education can sponsor programs for groups of schools or whole states better than a local school system.

7. The State Department of Education can offer more prestige to

radio stations for broadcasting educational programs than can a single school system in most cases; likewise, networks can be secured for educational broadcasting to bring programs to larger audiences.

8. State Departments of Education have established publication staffs for printing materials.

9. State Departments of Education have established distribution arrangements which can be used to inform school people about education by radio.

10. State Departments of Education can sponsor and conduct state-wide and regional conferences better than most other educational agencies of the State.

11. State Departments of Education in most cases, acting as an accrediting agency, can give credit for the proper use of radio in education.

The importance of State Departments of Education has been recognized by Sterling Fisher, Director* of the "School of the Air of the Americas." For the past several years he has sought and obtained the recommendation of many State Departments of Education. The very fact that the most important single educational agency in a State recommends certain educational programs is certain to enhance the prestige of these programs.

It may be true that most State Departments of Education now have more functions to perform than personnel or finances permit; nevertheless, the increased use of radio in education is likely to get its greatest stimulus from this source.

Now is the time for State Departments of Education in the United States to take a more active and energetic interest in Education by Radio. In some States this is being done, in others there is hope; but in all it must come if educational progress is to continue.

• The March issue of *Education* will be devoted to Radio in Education, with Max Herzberg again as editor.

• Frederick A. Perry, of Kansas State College, on March 1 joins the Office of Radio Research at Columbia University on a fellowship to work under Dr. Paul F. Lazarsfeld on a study of station management.

* Recently resigned; now with NBC.

Institute Announces Sixth Annual Recording Exhibition

Columbus, Ohio—Entry blanks are now available for the Sixth American Exhibition of Recordings of Educational Radio Programs, sponsored by the Thirteenth Institute for Education by Radio to be held May 3-6 at Ohio State University. The purpose of this exhibition is to further the broadcasting of valuable educational programs by calling attention to outstanding productions of each type of broadcast during the year. In addition, the production of meritorious recordings for use in classrooms is encouraged by permitting the entrance of recordings produced and made available for use by educational groups.

In general, programs submitted must be those whose primary purpose is to educate rather than to entertain. This year there will be the following ten classifications:

For General Use by Adults

- a. Lecture, talk, speech.
- b. Demonstration or participation program.
3. Dialog, round-table conversation, interview, debate, question and answer.
- d. All forms of dramatizations.

For Use in Promoting the War Effort

- e. Notable programs planned as outstanding contributions to the war effort.

For General Use by Children

- f. Any type of out-of-school children's program.

For Use in School

- g. By primary children (Approx. Grades I-III).
- h. By elementary children (Approx. grades IV-VI).
- i. By junior and/or senior high school pupils (Approx. Grades VII-XII).
- j. By college students.

Entry blanks and further information may be secured by writing to I. Keith Tyler, Director, Institute for Education by Radio, Ohio State University, Columbus, Ohio. Closing date for entries is March 15.

Pawtucket High School Dedicates New Studio

Pawtucket, R. I.—East Senior High School on January 20 celebrated the completion of its new broadcasting studio with a special dedicatory program over Station WFCI. The studio will be used for radio classes under the tutelage of Miss Henrietta Brazeau, who was appointed Director of Radio Activities for Pawtucket Public Schools last September.

A radio course was added to the Pawtucket curriculum last June so that juniors and seniors could choose radio as an elective for the present school year. Classes meet two periods a week, offer two credits toward graduation, and include voice training, the study and preparation of various types of radio scripts and programs, and actual broadcasting.

* Director, Bureau of Research in Education by Radio, the University of Texas.

How Teachers Use School Broadcasts

By NORMAN WOELFEL and KIMBALL WILES

The fact that only a small percentage of American teachers make use of the radio or of recordings in their teaching is evidence of the need in teacher education for a planned program to develop competence in the use of these teaching aids. It is often assumed that it is enough for teachers in service to acquire an incentive to utilize the radio; that they can then quickly improve their utilization practices through trial and error.

This short bulletin shows that mere experience with radio in the classroom does not necessarily guarantee effective utilization. On the whole, teachers represented in this study did not make abundant use of imagination and inventiveness in their classroom use of radio programs. Consequently, they achieved only a fraction of the values inherent in the radio programs which they used. Even so, there was a considerable range of utilization activities represented, and instructors in radio education will find this report helpful, both in revealing the conditions of radio use in average classrooms, and in suggesting additional techniques of utilization.

—I. Keith Tyler*

THE use that teachers make of educational radio programs in the classroom was one of the first problems investigated by the Evaluation of School Broadcasts research staff. Cooperating teachers in New York, Illinois, Michigan, and California, chosen on the basis of their classroom teaching ability and their interest in radio, were asked to make detailed reports of the utilization practices which they considered most successful with their classes. On the basis of these reports from skilled teachers, a checklist of 101 utilization practices was constructed.

The first twenty-nine items described "Activities Preparatory to the Broadcast"—activities which teachers might carry on in the classroom at some time preceding the listening period. The second seventeen items described "Activities During the Broadcast"—activities which teachers or students might carry on during the actual listening period. The third forty-one items described "Follow-up Activities Growing Out of the Broadcast"—activities which teachers and students might carry on after the listening period. The last fourteen items described "Conditions While Listening"—items such as the type of room, type of radio set, and various kinds of interruptions to listening. Teachers reported their utilization practices under these four

major categories by encircling the number of the item. The checklist was filled in by the teacher as soon as the utilization of a particular broadcast was considered complete.

During the school year 1938-1939, twenty teachers made two hundred and five separate reports by means of this checklist on the same number of school broadcast utilizations. These took place in a number of different types of schools and the grades represented ranged from the intermediate through the high school. Because of the small number of teachers participating in the study, no attempt was made to analyze the returns separately by types of school, by subjects, or by grades.

Programs from five different series of school broadcasts were used by the teachers who filled out the utilization checklist. These programs included *Ideas That Came True*, a social-studies program for the intermediate and upper elementary grades presented by the NBC network; *Frontiers of Democracy*, a social-studies program for high-school grades presented by Columbia's American School of the Air; *New Horizons*, a science program presented by Columbia's American School of the Air; *This Living World*, a current events program for high school grades presented by Columbia's American School of the Air; and *History in the Making*, a dramatized news program for high school grades presented locally by the Detroit Board of Education.

A tabulation of the activities reported by these teachers in preparation for the classroom listening to a school broadcast revealed that the most frequent types of advance classroom preparation consisted of:

- (1) posting an advance announcement of the broadcast
- (2) making necessary seating arrangements and room adjustments
- (3) testing the radio receiving apparatus

All of the above are routine activities which have to do with the mechanical aspect of establishing the listening situation. Second to these mechanical arrangements in frequency of report were types of preparatory activities designed to make the content of the broadcast

This is a reprint of the ESB Bulletin No. 42. A complete list of reports that are made available by this research project may be secured by writing to the Director of the Evaluation of School Broadcasts Project, Ohio State University, Columbus, Ohio.

Norman Woelfel, co-author with Kimball Wiles of this report, is Associate Director of the ESB project. Mr. Wiles, Research Assistant on the Staff from 1937 to 1939, is now Assistant Professor of Education at the University of Alabama.

more meaningful. The most frequently checked activities in this category were:

- (1) consulting the Manual that accompanied the broadcast
- (2) attempting to carry out suggestions in the Manual
- (3) planning to correlate the probable broadcast content with regular classroom activities.

"Discussion of questions about the topic of the broadcast program" was a very commonly mentioned preparatory activity, and many teachers reported suggesting that students summarize orally what they know about the topic of the coming broadcast. In many cases this preliminary discussion was supplemented by assigned reading of newspaper, book, and magazine articles which had a bearing upon the topic of the coming broadcast. Other activities reported in preparation for the broadcasts were:

- (1) attempting to predict the content that would be covered in the broadcast
- (2) maintaining a few seconds of silence just previous to the broadcast
- (3) examining illustrative or explanatory material.

In commenting on the values of these particular activities, teachers reported that by attempting to imagine the content of the coming program, the student's interest was challenged; by remaining quiet for a few moments prior to the broadcast, students were given an opportunity to become attentive and to assume a listening attitude; and by examining illustrative material bearing on the broadcast, interest in the dramatic and descriptive material in the program was intensified.

There was great similarity in the general pattern of advance preparation reported by the teachers for all four social-studies programs. Posting an advance announcement of the broadcast, and making necessary seating arrangements were mentioned most frequently for all four series. However, an important distinction was evident in the activities that came third in the frequency for each of the four types of programs. For the *Ideas That Came True* series this preparatory activity consisted in having the students summarize in advance what they knew about the topic. For *Frontiers of Democracy* and for the news and current-events series, the third most frequently mentioned preparatory activity was discussion of questions about the topic of the broadcast. For the science program, *New Horizons*, the third most frequently reported activity was consulting the *Teacher's Manual*.

(Continued on page 11)

* Director, Evaluation of School Broadcasts, Ohio State University.

Radio Helps Keep Defense Workers Healthy

LEONA DE MARE' EAST*

Dotted with military, naval, and industrial defense establishments, the State of Illinois has within the year been exposed to a series of sudden and varied public health hazards unprecedented in its history. The mass population movements, and the serious overcrowding in affected areas, themselves presented ideal conditions for the spread of any communicable disease that might flare up. Makeshift arrangements, congested trailer camps, emergency water supplies, raw milk supplies, overstrained sewerage systems, insanitary disposal of refuse and wastes, insufficient refrigerated food storage space, and inadequate local community health services in many districts, were some of the additional problems that gave grave concern to public health scientists of the State and Federal Governments.

For the attack on the many problems, all potentially fraught with danger to the health of essential manpower in the defense program itself, public health knowledge and weapons were abundantly available. Immediate and intelligent community action was needed; but so long as the communities were unaware of the very existence of the danger, they were unlikely to take effective steps for its control.

Since the laws of Illinois give due and proper consideration to the zealously guarded right of "home rule," the Illinois Department of Public Health could see but one practicable way of meeting the challenge: The way of education.

And this meant more than merely presenting the facts to the communities. Long experience had shown that public health information would not be enough. In the past, for example, the Department had discovered by means of surveys that the mere fact that parents "believed in" vaccination against smallpox did not necessarily motivate them to have their children vaccinated. Even when economic considerations did not appear to be a factor, most of the parents of unvaccinated children professed to "believe in" vaccination.

When they were face to face with the menacing health hazards that arose from the defense activities, it would not do simply to have them "believe in" immunization against preventable diseases, adequate housing facilities,

safe drinking water, proper sewage disposal, Grade A pasteurized milk, and all the rest of it. They must be given more than information and propaganda. They must be stimulated to think for themselves, to make their own plans, to develop their own community resources, and to follow their projects through, for themselves.

In the pursuit of this kind of educational program the Illinois Department of Public Health made use of every avenue of approach which was open to it. Visual aids, exhibits, and literature were utilized in schools, parent education groups, mothers' study clubs, nutrition committees, home nursing classes, defense sanitation courses, first aid classes, mass meetings for health promotion, and industrial hygiene programs in defense plants. The press was generous in giving space to help stimulate public interest.

But the one educational medium which had the advantage of reaching many homebodies, rural housewives, elderly people, even illiterates, and any others who did not happen to participate in the group work was, of course, radio. To the everlasting credit of the American system of broadcasting it may here be recorded that the stations are cooperating splendidly, and even eagerly, in the task of bringing

to their audiences important health education for national defense.

In the early years of radio education the "coverage," in the State, of the Illinois Department of Public Health was spotty and incomplete, and the broadcasts were only of the lecture, or at most, interview variety. But towards the end of 1938 the Department launched a transcription service, which offered weekly fifteen minute dramatic programs to all interested broadcasters in Illinois. The first experimental scripts, it must be admitted, left much to be desired; and the productions, using volunteer talent, were promptly labeled "amateurish" by several of the seventeen participating stations. Subsequently, however, the radio quality, and the educational quality, of the dramatized transcriptions were so much improved that at present thirty-three stations are donating air-time for the ILLINOIS MARCH OF HEALTH series. This means that the program may be heard in every county of the State.

Through its happy association with these broadcasters, the Department has been able to reach Illinois radio audiences on a State-wide basis with numerous other materials in addition to this transcribed series. Not infrequently the executives of the Department, or the members of the field staff, are invited to make personal appearances before the various microphones, presenting supplementary talks on public health topics. And, when the occasion warrants, the Department provides these stations with mimeographed spot announcements, fully confident in advance that most of the broadcasters will use them. Similarly, the Department has from time to time, at the request of recognized non-official public health agencies, distributed to these stations the educational recordings produced by the voluntary agencies.

Although it is admitted that the results of this rather extensive State program of radio health education are difficult to measure in terms of reduced morbidity and mortality, the fact remains that the health conditions in Illinois when war came were favorable. In spite of the apparent hazards of the 1941 defense activities, provisional statistics showed that the State received fewer case reports that year than in 1940 of such diseases as diphtheria, smallpox, scarlet fever, tularemia, infantile paralysis, and malaria. What is even more impressive, the State established in 1941 a new all-time low record in the prevalence of typhoid and paratyphoid fevers, the typical filth-borne diseases which were most to be feared from faulty sanitation.

It is felt that in the achievement of these gratifying health records, the State-wide radio education activities of the Department are more than likely to have played a significant part.



"They must be stimulated to think for themselves"

—Leona de Maré East

* Chief, Division of Public Health Instruction, Illinois Department of Public Health.

Bach, Beethoven and Brahms

From Breakfast to Bedtime

ELLIOTT M. SANGER*

People frequently talk about WQXR as if it were an "educational" station, but the management of WQXR has never made a deliberate effort to educate our listeners. Some authorities tell us that we have done a fine educational job; and if we have, it has been a by-product of the station's policy.

WQXR is a commercial station. It is supported by no governmental or educational subsidies. Every program we put on the air has to be paid for out of the income we receive from advertisers.

WQXR, then known as W2XR, was founded by John V. L. Hogan and operated by him as an experimental station for a number of years. I joined Mr. Hogan six years ago to help him develop WQXR into a commercial station whose standards would be higher and different from that of any other station in New York, or, in fact, any other station in the United States. The cornerstone of our policy was good music and that has continued to be the basic appeal of the station. But we have never tried to exhort our listeners to love good music. If we have succeeded in making people like it and want more of it, it is because we have not made them self-conscious of the fact that listening to good music is cultural.

In our opinion, one of the surest ways to lose listener interest is to label a program "educational." We have never branded good music that way. The policy of WQXR has been to broadcast all kinds of good music reproduced as faithfully as modern radio science makes possible, and let people listen to it without too much comment.

Based upon the reactions we have had for six years, one principle we can state definitely is that if you expose people to good music, they either like it or they don't. Telling them it is wonderful music and is good for them, is of little worth in creating music-lovers. Beethoven speaks for himself in his music far better, and with far more appeal, than anything which a commentator may say about him.

Listeners do not become music-lovers overnight. It takes time, and we have found that children and adults who have had no previous musical background go through an evolutionary development in their music lives. In the field of the classics they first begin to appreciate tuneful composers such as



"... let people listen to good music without too much comment."

—Elliott M. Sanger

Tchaikowsky. From there they quite naturally develop a taste for the earlier symphonies of Beethoven and eventually an appreciation and love of all great compositions.

Music is the easiest and most effective thing to present educationally on the air. If our experience at WQXR means anything, it emphasizes the fact that good music does an educational job in itself. Everybody cannot be made to enjoy good music, but there is a surprisingly large part of the radio audience which can. WQXR has proved how large that potential audience of music-lovers is.

By sticking to a policy of good music, factual news, intelligent commentary and other features of the same standard, WQXR has reached a position in six years which gives it an audience larger than that of any other non-network station in New York. And the limit of growth certainly has not been reached. As WQXR increased its power, first from 250 watts to 1,000 watts, then to 5,000 watts and recently to 10,000 watts, we have added more and more thousands to our listening audience. The demand for good music on the air is there, and the radio audience is waiting to have it filled.

Who are these hundreds of thousands of listeners in the neighborhood

of New York who want to hear better radio programs? They are all kinds of people; rich and poor, educated and uneducated. The only thing they seem to have in common is a cultural interest in better things. That interest we have nurtured by giving them programs we thought they would like; presenting them without too much talk or sugar-coating. We know what they like because we consult a cross-section of our listening audience every now and then. We are able to do this because of the list of subscribers to our program booklet which contains a schedule of all our programs for an entire month. This program is not given away. It is mailed to those listeners who send ten cents for a single copy or subscribe by the year at \$1.00. Its present paid circulation is more than 16,000 copies a month. From these subscribers we obtain a vast amount of valuable information as to the kind of programs they like, the kind of music they want, and their reaction to radio programs in general.

We know they like good symphonic music over the air and we give them as much of it as we can through records, transcriptions and "live" musical groups.

A recent essay on the broadcasting of good music tries to prove by the use of scientific terminology and technique, that symphonic music cannot be listened to properly via the air waves. That again is the wrong "educational" approach to broadcasting and we have very little patience with it because the experience of WQXR proves the contrary.

It is not expected that everyone who listens to good music on the air be a music critic or a judge of all the finer points of great masterpieces. The test is whether the music is enjoyed by the listener and whether it gives him emotional or intellectual satisfaction. Even if it be no more than time-consuming entertainment, it is supplying a demand which is appreciated by the ever-increasing audience for better musical programs.

What sort of diet do we give to the listeners of WQXR? The best answer to that is the schedule of a typical day's broadcasting. At random we select the program for Friday, January 23rd, 1942:

7:00 a.m. Breakfast Symphony. News 7:05. Preludes until 7:30. Wagner — Siegfried Idyll; Pisk — Mangiagalli — Rondo Fantastico.

7:55 a.m. News.

(Continued on page 12)

* Executive Vice-President of Interstate Broadcasting Company and General Manager of WQXR, New York.

network public service

Program Schedule

The programs below are listed by days of the week. Most of the titles and the annotations explain the fields of interest or study to which the broadcasts apply.

Conflicts arising because of the four time zones and because of the commitments of local stations often prevent network programs from being heard at times stated in bulletins of this kind. It is important, therefore, to check daily with local newspaper listings and to call local stations to confirm or to request a program supplied by a network.

—LUELLA HOSKINS, Radio Department, New York University

Sundays

Coast to Coast on a Bus, BNC—Children conduct this program with Milton J. Cross as "bus driver."

Eastern 9:15 p.m.	Central 8:15 p.m.	Mountain 7:15 p.m.	Pacific 6:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Reviewing Stand, MBS—Round table discussion by members of the Northwestern University faculty.

Eastern 11:00 a.m.	Central 10:00 a.m.	Mountain 9:00 a.m.	Pacific 8:00 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Invitation to Learning, CBS—Informal discussion on the classics by well known authorities.

Eastern 11:30 a.m.	Central 10:30 a.m.	Mountain 9:30 a.m.	Pacific 8:30 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Music and American Youth, NBC—Produced in cooperation with high school and college choruses and orchestras.

Eastern 11:30 a.m.	Central 10:30 a.m.	Mountain 9:30 a.m.	Pacific 8:30 a.m.
-----------------------	-----------------------	-----------------------	----------------------

I'm an American, BNC—Distinguished Americans discuss the democratic way of life. (Produced in cooperation with the U. S. Immigration and Naturalization Service.)

Eastern 12:15 p.m.	Central 11:15 a.m.	Mountain 10:15 a.m.	Pacific 9:15 a.m.
-----------------------	-----------------------	------------------------	----------------------

Freedom's People, NBC—Dedicated to depicting the role of the Negro in our national life; music, interviews, dramatic sketches (broadcast once a month only).

Eastern 12:30 p.m.	Central 11:30 a.m.	Mountain 10:30 a.m.	Pacific 9:30 a.m.
-----------------------	-----------------------	------------------------	----------------------

The World is Yours, NBC—Dramas of the world of science. (Produced in cooperation with Smithsonian Institution and the U. S. Office of Education.)

Eastern 1:30 p.m.	Central 12:30 p.m.	Mountain 11:30 a.m.	Pacific 10:30 a.m.
----------------------	-----------------------	------------------------	-----------------------

Spirit of 1942, CBS—Information through talks, interviews and music about the fighting units of the United States forces.

Eastern 2:00 p.m.	Central 1:00 p.m.	Mountain 12:00 noon	Pacific 11:00 a.m.
----------------------	----------------------	------------------------	-----------------------

University of Chicago Round Table, NBC—Discussions of current social, economic and political programs.

Eastern 2:30 p.m.	Central 1:30 p.m.	Mountain 12:30 p.m.	Pacific 11:30 a.m.
----------------------	----------------------	------------------------	-----------------------

Columbia Workshop, CBS—Experimental dramas, adaptations and original fantasies.

Eastern 2:30 p.m.	Central 1:30 p.m.	Mountain 12:30 p.m.	Pacific 11:30 a.m.
----------------------	----------------------	------------------------	-----------------------

Wake up America, BNC—Forum program devoted to a discussion of current issues. (In cooperation with the American Economic Foundation.)

Eastern 3:00 p.m.	Central 2:00 p.m.	Mountain 1:00 p.m.	Pacific 12:00 noon
----------------------	----------------------	-----------------------	-----------------------

New York Philharmonic, CBS—Conducted by John Barbirolli. Deems Taylor comments.

Eastern 3:00 p.m.	Central 2:00 p.m.	Mountain 1:00 p.m.	Pacific 12:00 noon
----------------------	----------------------	-----------------------	-----------------------

Behind the Mike, BNC—Behind the scenes in radio; interviews with network personnel.

Eastern 4:30 p.m.	Central 3:30 p.m.	Mountain 2:30 p.m.	Pacific 1:30 p.m.
----------------------	----------------------	-----------------------	----------------------

American Forum of the Air, MBS—Current topics discussed by prominent citizens and office-holders; Theodore Granik, chairman.

Eastern 8:00 p.m.	Central 7:00 p.m.	Mountain 6:00 p.m.	Pacific 5:00 p.m.
----------------------	----------------------	-----------------------	----------------------

Monday

Children in Wartime, BNC—Interviews and round table discussions on the care and education of children during war. Katherine Lenroot, chairman.

Eastern 11:30 a.m.	Central 10:30 a.m.	Mountain 9:30 a.m.	Pacific 8:30 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Stars in the Orchestra, CBS—A series devoted to highlighting various instruments in the orchestra.

Eastern 4:00 p.m.	Central 3:00 p.m.	Mountain 2:00 p.m.	Pacific 1:00 p.m.
----------------------	----------------------	-----------------------	----------------------

Spotlight on Asia, CBS—Talks by authorities in the field of Far Eastern affairs.

Eastern 4:15 p.m.	Central 3:15 p.m.	Mountain 2:15 p.m.	Pacific 1:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Cavalcade of America, NBC—Adaptations of motion pictures, novels and biographies with an American flavor, sponsored by the DuPont Company.

Eastern 7:30 p.m.	Central 6:30 p.m.	Mountain 5:30 p.m.	Pacific 4:30 p.m.
----------------------	----------------------	-----------------------	----------------------

National Radio Forum, BNC—Talks on current issues by Congressmen and other government officials.

Eastern 9:00 p.m.	Central 8:00 p.m.	Mountain 7:00 p.m.	Pacific 6:00 p.m.
----------------------	----------------------	-----------------------	----------------------

Tuesdays

What Freedom Means, CBS—Interviews and talks on phases of American democracy.

Eastern 4:15 p.m.	Central 3:15 p.m.	Mountain 2:15 p.m.	Pacific 1:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Symphony Concert, BNC—World famous conductors participate.

Eastern 9:30 p.m.	Central 8:30 p.m.	Mountain 7:30 p.m.	Pacific 6:30 p.m.
----------------------	----------------------	-----------------------	----------------------

Report to the Nation, CBS—Dramatic series, with comment and interview, on government activities.

Eastern 9:30 p.m.	Central 8:30 p.m.	Mountain 7:30 p.m.	Pacific 6:30 p.m.
----------------------	----------------------	-----------------------	----------------------

Wednesdays

Living Literature, BNC—Marjorie Hurtubise reviews current books, incorporating dramatic sketches.

Eastern 11:15 a.m.	Central 10:15 a.m.	Mountain 9:15 a.m.	Pacific 8:15 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Children Also Are People, CBS—Talks by specialists in the field of child guidance.

Eastern 4:15 p.m.	Central 3:15 p.m.	Mountain 2:15 p.m.	Pacific 1:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Songs of the Centuries, CBS—The Columbia Concert Orchestra with guest artists.

Eastern 3:30 p.m.	Central 2:30 p.m.	Mountain 1:30 p.m.	Pacific 12:30 noon
----------------------	----------------------	-----------------------	-----------------------

Thursdays

Highways to Health, CBS—Medical talks for the layman, arranged by New York Academy of Medicine.

Eastern 4:15 p.m.	Central 3:15 p.m.	Mountain 2:15 p.m.	Pacific 1:15 p.m.
----------------------	----------------------	-----------------------	----------------------

America's Town Meeting, BNC—Features, talks and question period on problems of today. George V. Denny, chairman.

Eastern 9:00 p.m.	Central 8:00 p.m.	Mountain 7:00 p.m.	Pacific 6:00 p.m.
----------------------	----------------------	-----------------------	----------------------

Fridays

Music Appreciation Hour, BNC—Conducted by Dr. Damrosch. Series A and B one week; Series C and D the next. (Teacher's and student's manual available at cost.)

Eastern 2:00 p.m.	Central 1:00 p.m.	Mountain 12:00 noon	Pacific 11:00 a.m.
----------------------	----------------------	------------------------	-----------------------

Exploring Space, CBS—Talks by experts on advances in astronomy, interviews.

Eastern 4:15 p.m.	Central 3:15 p.m.	Mountain 2:15 p.m.	Pacific 1:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Radio Magic, BNC—Dramatization, interview and comment, conducted by Dr. Orestes Coldwell.

Eastern 7:15 p.m.	Central 6:15 p.m.	Mountain 5:15 p.m.	Pacific 4:15 p.m.
----------------------	----------------------	-----------------------	----------------------

Saturdays

Old Dirt Dobber, CBS—Talks on gardening and care of plants.

Eastern 9:30 a.m.	Central 8:30 a.m.	Mountain 7:30 a.m.	Pacific 6:30 a.m.
----------------------	----------------------	-----------------------	----------------------

Ask Young America, BNC—Discussion on news events by school children. Julian Bentley, moderator.

Eastern 11:30 a.m.	Central 10:30 a.m.	Mountain 9:30 a.m.	Pacific 8:30 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Fables for Fun, BNC—Original stories and verses in fairy tales style by the Koralites.

Eastern 11:45 a.m.	Central 10:45 a.m.	Mountain 9:45 a.m.	Pacific 8:45 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Consumer Time, NBC—Directed to consumers as an aid in shopping. (In cooperation with the Consumer's Council of the U. S. Department of Agriculture and other groups.)

Eastern 12:15 p.m.	Central 11:15 a.m.	Mountain 10:15 a.m.	Pacific 9:15 a.m.
-----------------------	-----------------------	------------------------	----------------------

Let's Pretend, CBS—Dramatic adaptations of fairy tales and original fantasies by Nila Mack.

Eastern 11:30 a.m.	Central 10:30 a.m.	Mountain 9:30 a.m.	Pacific 8:30 a.m.
-----------------------	-----------------------	-----------------------	----------------------

Of Men and Books, CBS—Reviews of books and interviews with authors by John T. Frederick, Northwestern University.

Eastern 2:00 p.m.	Central 1:00 p.m.	Mountain 12:00 noon	Pacific 11:00 a.m.
----------------------	----------------------	------------------------	-----------------------

Columbia's Country Journal, CBS—Farm news and interviews on agricultural activities.

Eastern 3:00 p.m.	Central 2:00 p.m.	Mountain 1:00 p.m.	Pacific 12:00 noon
----------------------	----------------------	-----------------------	-----------------------

On the Home Front, NBC—Drama and discussion on home problems, in cooperation with the National Congress of Parents and Teachers.

Eastern 3:15 p.m.	Central 2:15 p.m.	Mountain 1:15 p.m.	Pacific 12:15 p.m.
----------------------	----------------------	-----------------------	-----------------------

Doctors at Work, NBC—Dramatization on the role of a doctor in the community, as a practitioner and citizen.

Eastern 5:00 p.m.	Central 4:00 p.m.	Mountain 3:00 p.m.	Pacific 2:00 p.m.
----------------------	----------------------	-----------------------	----------------------

Calling Pan America, CBS—Musical programs broadcast each week from a different Latin American capital.

Eastern 6:00 p.m.	Central 5:00 p.m.	Mountain 4:00 p.m.	Pacific 3:00 p.m.
----------------------	----------------------	-----------------------	----------------------

People's Platform, CBS—Round table discussion by authorities and laymen. Lyman Bryson, chairman.

Eastern 7:00 p.m.	Central 6:00 p.m.	Mountain 5:00 p.m.	Pacific 4:00 p.m.
----------------------	----------------------	-----------------------	----------------------

* Programs not broadcast via network in this zone.

"American School of the Air"

School of the Air of the Americas—Columbia Broadcasting System broadcasts intended for use in the classrooms of the Americas. Time of broadcasts:

Eastern Time—9:15-9:45 A.M.
Central Time—2:30-2:55 P.M.
Mountain Time—9:30-10:00 A.M.
Pacific Time—1:30-2:00 P.M.

Mondays

Americans at Work—dramatizes the jobs and activities of workers in the Western Hemisphere. (Grades 8-12).

Feb. 16—Glass Workers.
Mar. 2—Teachers.
Mar. 9—Clothing Makers.
Mar. 16—Doctors.

Tuesdays

Music of the Americas—stresses the sociological use of music in North and South America, shows some of the musical differences and similarities between the two; opportunity will be given for participation. (Grades 6-12).

Feb. 17—City Dances.
Feb. 24—Topical Songs.
Mar. 3—Musical Comedy, Zarzuelas.
Mar. 10—Opera.

Wednesdays

New Horizons—brings to life the heroes who led the march for New World discovery and freedom; designed primarily to aid in teaching geography, history, and natural science. (Grades 5-9.)

Feb. 18—Quest for the Northwest Passage.
Feb. 25—Castles of Dreams in New France.
Mar. 4—Wealth of the Wilderness.
Mar. 11—People of the Morning Light.

Thursdays

Tales from Far and Near—includes outstanding fiction for children by authors of various Americas about people and places of the New World. (Grades 5-9.)

Feb. 19—Haym Salomon (Fast).
Feb. 26—The Red Canoe (Evatt).
Mar. 5—The Fair American (Coatsworth).
Mar. 12—Seabird Island (Andrus).

Fridays

This Living World—poses and discusses some of the important present day problems that students as citizens throughout the Americas, must face today. (Grades 8-12).

Feb. 20—Pan Americanism.
Feb. 27—Canada and the United States.
Mar. 6—Mexico and the United States.
Mar. 13—Inter-American Cultural Ties.

The teachers manual for "American School of the Air" programs may be secured by writing the CBS station in the local community, or 485 Madison Ave., New York. Included in the manual are the titles and calendar of the broadcasts, suggested procedures as to their classroom use, bibliographies, lists of visual aids, and summaries of each program.

"Mutual School of the Air"

Programs prepared for consumption by adults and school children, produced by the University of Kentucky, and broadcast over the network of the Mutual Broadcasting System. Time of broadcasts:

Eastern Time—2:30-3:00 p.m.
Central Time—1:30-2:00 p.m.
Mountain Time—12:30-1:00 p.m.
Pacific Time—11:30 a.m.-12:00 m.

Tuesdays

The Voice of the Free—dramatizes the rise of the free press in America. (First fifteen minutes).

Geography of the Pacific—Talks on the islands and continental areas contiguous to the Pacific Ocean, by Professor David M. Young of the University of Kentucky staff. (Last fifteen minutes).

Wednesdays

Book Theatre—Dramatic summaries of the most significant works in recent literature. (Last fifteen minutes).

Thursdays

American Song Bag—Vocal and instrumental performances of music of North, Central and South America. (First fifteen minutes).

Stories from the Western Hemisphere—Capsule versions of stories by authors from the Americas. (Last fifteen minutes).

Additional information on the Mutual School of the Air broadcasts may be obtained by addressing The University of Kentucky, Lexington.

NBC Announces Plans For University of the Air

Plans for the establishment by NBC of a permanent Inter-American University of the Air were announced recently by Dr. James Rowland Angell, Public Service Counsellor for NBC and formerly President of Yale University. Because his wide experience in this field, Sterling Fisher will assist Dr. Angell in the development of this project, which is expected to get under way about April 1.

"The educational services of this institution," according to Dr. Angell, "will be designed to bring together the background of all the American nations, their colorful histories, their rich traditions and cultural ideas, their geographies, and the dramatic records of the lives and deeds of the great men who fought and died in the building and carrying forward of a democratic government.

"Each program will be presented at the university level and will be made available for exchange between the Latin-American republics after being broadcast over the NBC domestic network."

In Review...

Airplanes to English by Holland Roberts, Helen Fox Rachford and Elizabeth Goudy. (McGraw-Hill, New York; 501 pp.; \$1.72.)

Reviewed by LUELLA HOSKINS

Airplanes to English is a sound contribution not only to the field of English but to radio in education as well.

Here is a comprehensive treatment of the role of radio in developing what the authors call "speech personalities." There are sections on round table discussions, social conversations, interviewing and giving talks. Individual habits in everyday speech and "slanguage" are analyzed and remedial methods offered. In presenting these various phases of our daily speech "life," the authors have used the medium of radio to illustrate and coordinate activities. Thus they have introduced techniques of radio announcing, standards for judging good radio speech, the organizing and presenting of radio talks, and the mechanics of writing and presenting dramatic material. Interesting scripts of both dramatic and expository content are included for criticism and performance. There are any number of tests designed to aid the student in evaluating his own defects and improvement.

To increase an appreciation of the importance of radio as a primary factor in motivating individual and group behavior in a changing society, other sections describe the historical and technical background of the industry; the functions of the Federal Communications Commission; problems of station ownership and operation; the role of advertising. Special events and sports broadcasting are explained, supplemented by sample scripts and biographical information. The importance of a constructively critical attitude toward programs is indicated through the inclusion of a number of tests and directions as to how students may work out their own criteria in program evaluation. A bibliography at the end summarizes the books mentioned at the conclusion of each section.

Radio is still in too many schools the step-child among the many supplementary devices used to enrich curriculum experiences. *Airplanes to English* for secondary school level is a milestone in the workable textbook field, but its reading and use should not be confined to high school teachers in English and speech departments. It has a contribution to make to the whole educational program.

The Free Company presents a collection of plays about the meaning of America, edited by James Boyd. (Dodd, Mead & Co., N. Y., 1941, \$2.00).

Reviewed by PATRICIA DAY MOREY*

In this collection of radio dramas, the Free Company presents the work of a group of outstanding writers, all of whom volunteered to contribute their time and talents to dramatize the meaning of American democracy. Each has written a radio play about a different aspect of Americanism, with particular emphasis on the liberties provided by the Bill of Rights.

Writers, actors, and producers of the Free Company have taken advantage of a new art form which has been in the experimental stages since the beginnings of radio, to prove that radio drama is emerging from its chrysalis into a mature art. Free from the restrictions of sponsorship and commercialism, the plays are representative of the work of some of our most notable literary and dramatic genius.

The Free Company dramas, broadcast weekly from February to May of 1941, caused much comment, both commendatory and condemnatory. The adverse criticism, although noisy enough to bring about the premature cessation of the radio productions, was not in the majority. It was made by groups who were too shortsighted to realize that although the authors sometimes criticize the American way of life, their criticism was inspired by such a profound respect and admiration for our country that they must take the only way open for them to try to improve it—that of writing, of making their work available to millions through radio.

An introduction by James Boyd explains in simple terms the purpose of the Free Company. Each author reveals in what ways the democratic ideals of the Bill of Rights have or have not been carried out by the American people.

"The People with Light Coming Out of Them," by William Saroyan, deals rather generally with the typical American citizens whose ideals and aims have contributed so greatly to the democratic way of life. Marc Connelly, in a drama called "The Mole on Lincoln's Cheek," presents a specific problem of democracy—freedom of speech as applied to teaching. Freedom of the press, and the great protagonist of that ideal, Elijah Parish Lovejoy, are the subjects for Robert Sherwood's play, "An American

Crusader." James Boyd stresses the significance of liberty in a dramatization called "One More Free Man." The right of free assembly is the starting-point for Orson Welles' play, "His Honor, the Mayor," and Stephen Vincent Benet emphasizes freedom from slavery in "Freedom's a Hard-Bought Thing." A story of racial prejudice is the basis for "A Star in Life" by Paul Green. "Above Suspicion," a most-humorous play by Sherwood Anderson, concerns freedom from police persecution, as illustrated in the reactions of foreign refugees to the American way of life. Poetic drama is represented by Archibald MacLeish's "States Talking," and fantasy by Maxwell Anderson's "Miracle of the Danube," a fanciful play in a foreign setting, but one which illustrates effectively the democratic belief in the freedom of worship.

Included in the volume is a series of brief notes by the production experts of the Columbia Broadcasting Company suggesting how these plays can be presented by schools, amateur groups, community centers, and in private homes.

It would be an easy matter to say that the Free Company radio dramas exemplify the "American spirit," and let it go at that. It would be a true statement, and now, perhaps, a more meaningful one than it was when the book was written. For we have discovered, in the past few months, that there is a very definite attitude—almost an instinct—of cooperation and unity in the fight for our American liberties, whereas a year ago there was only a vague, indefinable term, the "American spirit." The Free Company writers, however, have done more than merely point to the spirit that has resulted in today's "united front." They have shown how the laws of our country, formulated so long ago when the fight for American freedom first began, were not only the result of a desire for freedom, but also the cause of the American tradition of freedom. These radio dramas are reaffirmations of the right and will of the American people to extend every effort to prove and preserve their democratic ideals.

The Free Company radio plays are of value and interest to any American, for not only are they expressions of the American ideals, but they are also excellent examples of American culture and art. The fact that radio plays are written for microphone presentation does not prevent them from being good reading material. And in these plays, particularly, are found the elements of poetry, drama, and idealism which are so great a part of the modern American literature. The collection of Free Company radio dramas belongs on the reading lists of every school and public library, as well as in individual libraries.

* Office, Los Angeles County Schools.

pamphlets

Transcription Players for Schools, Their Selection and Use. (1941). R. R. Lowdermilk. (Evaluation of School Broadcasts Project, Ohio State Univ., 20 pp., 10 cents.)

Reviewed by JEROME B. WIESNER*

This booklet, number 41 in the series issued by the Project for Evaluation of School Broadcasts, presents a comprehensive study of the technical requirements of a good school transcription player in language simple enough to make it extremely useful to educators charged with the responsibility of purchasing such apparatus. With few exceptions, I believe that the requirements put forth in this work could well serve as a guide to manufacturers planning to make apparatus for school use.

Dr. Lowdermilk begins by outlining standards of physical construction regarding manufacture of the case, mounting of the equipment, simplicity of controls, and ease of setting up, to which I believe any one interested in obtaining such equipment should adhere. In the discussion on motors he could have been more specific: Here he provides only such technical standards as are normally supplied by the manufacturers, i.e., regulation within .5% or something similar, which means very little to the man buying a machine, and which is a specification hard to verify. Here it might have been more desirable to describe acceptable types of motors. Possibly the author is guilty of this in regard to the electrical specifications also, for purchasers do not normally have the facilities to determine electrical response characteristics, and information supplied by manufacturers is not always accurate.

Disappointing to the reviewer is the fact that a permanent stylus pickup is not recommended for the "ideal machine," although it is later recommended for replacement on old units.

The paragraphs on the care of records are extremely valuable.

A desirable adjunct to this paper would have been an evaluation, based on these standards, of the units available on the market.

National Morale and Radio. by the Evaluation of School Broadcasts Staff. (Evaluation of School Broadcasts, Ohio State Univ., 1941.) 8 pp. Price 10 cents.

Reviewed by

FRANCES FARMER WILDER†

The necessity of morale, the necessity of unity, cannot be over-estimated. That Radio can be more effectively used to promote morale and unity cannot be questioned. But before radio

* Chief Engineer, Music Division, Library of Congress.

† Director of Education, Pacific Network, Columbia Broadcasting System.

can be used to the best advantage, how radio functions in the society must be understood.

The Evaluation of School Broadcasts Staff makes this statement:

"A primary function of our basic communicative media should be the development of a common understanding of democracy among groups which have widely different backgrounds and experiences."

If that is the function of radio, what is the function of the family, the school, the church, the state?

In my opinion, the writers are attributing to radio the responsibilities of an institution in the society. Can this tool, in use but twenty years, be expected to assume the duties of the family, the school, the church and the state? Would it be desirable if it did?

Morale building necessitates something more than words. If words do not relate to some experience in the life of the listener do they not rush by without effect? What are family units in the United States doing about morale? What are Mothers and Fathers saying to children? Certainly the fundamental attitudes in the home have a tremendous bearing on this subject. And schools—what is being taught in schools, what attitudes are being developed, what perceptions, what evaluations of the American way of life are being stimulated? And the church—what are its teachings at this time? What is the attitude of the mass of citizens toward taxes, housing, priorities, relief, conservation, and the war effort?

Radio is something different from these fundamental structures in our society. Radio is a tool which expresses and reflects the society in which it exists. Analyze radio in other countries. The writers have said:

"Dictators have used this instrument (radio) for implanting fanatical devotion to a totalitarian regime; a free people must utilize it with equal effectiveness in developing devotion to democratic ideals."

To use radio, even in totalitarian states, it has been observed that dictators first had to control the institutions in the society before their control of radio was effective for their own ends. In other words, controlled radio reflects controlled institutions. Is that desirable?

If, as is stated,

"Any thoughtful radio listener must be aware of the recent attempts of the radio industry to contribute to a more wide-spread understanding of our democratic processes and traditions, and to an appreciation of our responsibilities and duties in the present emergency,"

then the thoughtful listener must also be aware that this activity on the part

of radio reflects an awakening on the part of the whole American people. If that activity has been recent, then too has America's awareness been recent.

To utilize radio more effectively, a plan is set forth, thus:

"If the crucial weight of radio programs is to be thrown in coordinated fashion toward the stabilizing and intensifying of sound democratic morale, a central administrative and research agency should be established immediately. The function of such an agency would include (1) carrying on radio research related directly to the National Defense program, (2) coordinating the efforts of the various other agencies which are attempting to use radio in democratic morale-building, and (3) counteracting the uses of communicative media which tend toward demagoguery and dictated opinion. Such . . . should be non-political. It should be supported by grants from the Federal Government, the radio industry, and independent foundations."

Who would comprise the personnel of this agency? Who would appoint them? What pressures would they exert?

None of this is meant to state or imply that there is not room for improvement in the use of radio as a tool of communication. But, just as in any society, leaders stimulate groups, leaders in the 1942 society will stimulate groups in larger numbers by using radio. When our institutions articulate their principles, radio will give their voice wider range. But can you have centralized control of media of communication without centralized pressure, and is centralized pressure the best way to further democratic patterns?

The Lone Ranger: Some Psychological Observations (1941) Frederick Wyatt. (Evaluation of School Broadcasts Project, Ohio State Univ., 7 pp., 10 cents.)

Reviewed by JEAN SIMPSON*

This pamphlet is, as the title states, a series of observations. Naturally observations cannot be so conclusive as one might wish, but the opinions of Dr. Wyatt as a psychologist on the plot, characters and social significance of *The Lone Ranger* are extremely interesting.

Since the "Lone Ranger" series is so popular, educational radio writers and players may find in this analysis of the appeal of this program principles they can apply to their own work. Dr. Wyatt's study may also suggest considerations that may prove helpful to parent-teacher organizations and to groups that recommend worthwhile broadcasts for children.

* Radio Council, Chicago Board of Education.

"Schools" in Review...

Third in a series of articles on the various local and regional "School of the Air" projects in the U. S.

Since the inception of the Alameda City School of the Air, in 1933, the purposes of the broadcasts are:

1. To supplement the work of the classroom teacher.
2. To bring up-to-the-minute information into the classroom.
3. To create interest and feeling.
4. To motivate classroom activities.
5. To develop auditory learning.
6. To develop better written and spoken English.
7. To develop an appreciation of worthwhile radio programs.
8. To develop an appreciation of the audible arts.

Through the broadcast we bring into the schools something which the teacher himself cannot give: For example; a concert by a famous symphony, lectures by outstanding authorities, world travelers or renowned personalities, dramatizations, etc. Much of this work would not be otherwise feasible except in consideration of the large numbers of the radio audience. Radio enables education to apply the mass distribution idea to teaching. Some educators may contend that Radio or Audio Education opposed the individual development advocated by progressive schools, that its mass education is not adapted to the individual. The radio program contains a variety of terms, facts, and illusions. Each child will take from the program that which is interesting to him. Although the program is the same for each and every child, the values are particularly individual. This is the same for work in the classroom.

The work of the Alameda City School of the Air has been designed to supplement the classroom instruction from the standpoint that when the programs are given they will be having this material in the near future or are having it at the present time. Considerable work is entailed in order to arrange the programs to fulfill this duty as the work in Alameda is regional and serves the schools of Northern California.

To create interest and feeling from classroom listening encourages a constant vigil as to why children learn from other means of communications. An attempt is made to incorporate these findings in improving the programs. In the past, scholastic methods made but small attempt to awaken emotional reaction from students. Studies have shown us that an emotional medium often reaches children where an intellectual medium fails.

When the child can feel that he is right there when the situation occurred whether it is one year or one hundred years ago, there is bound to be more

retention value as the learning situation is pleasant; and when we have a pleasant learning situation the facts remain with us longer.

A most important contribution that is made by the program is by giving information which is completely up-to-date. Thus, radio enables education to keep pace with the latest developments in this changing modern world. The factors leading up to the First World War, in 1914, were not available in textbooks until years later. Today the information is available by the use of radio in the classroom almost as soon as it happens. This same information will not be available in textbooks for at least another year.

One of the chief needs of education for present life is to teach pupils to be receptive to new material and to be flexible in making necessary adjustments to it. The pupil who has to unlearn all that he was taught last month about history or science, because of some new development, is receiving practice in the type of adjustment he must make constantly in a changing, modern world. These points are considered in preparing the script.

The Teachers Manual, which formerly was given free to the teachers, is today sent for a small charge (ten cents) which covers the cost of printing and mailing. Since a charge has been made for this service the number of Manuals issued has increased, which is an indication of the increased use of the programs. Letters from the pupils and teachers, giving their reactions to the programs that they have listened to, gives us the opportunity to know whether or not we are attaining our goal.

In selecting subjects for broadcasting, we have considered the following factors:

1. Availability of expert knowledge and source material on the subject.
2. Definite need on the part of the teachers.
3. Specific request of school administrators.
4. Adaptability of the subject to radio presentation.

In general, we adhere to subject classification. That is, we do not present any programs in which units, such as water, transportation, etc., are developed in all their aspects (scientific, historical, geographical, literary, etc.) with a disregard for subject classifications, as would be done in an activity type classroom.

However, we try to treat the subject broadly. We bring in any related material from other subjects which will add to the clarity and completeness of the presentation, or to its impressiveness. Thus, in our geography programs, we refer to the history of the region studied. We refer similarly to

geography in our history broadcast. We try always to bring out the relationship between history and geography. Naturally, some of our programs correlate subject fields more than others. This careful planning of program building insures a satisfactory result.

As stated before, the programs of the Alameda City School of the Air are regional as they are designed for the schools in Northern California. All programs are given over Station KROW in Oakland with studio facilities and broadcast time donated to the Alameda Board of Education. Due to the present emergency, which is more pronounced on the Pacific Coast, the number of broadcasts have been reduced from six to three a week.

THE READING CIRCLE (Wednesdays, 10:15-10:30 a. m.)—Is designed for kindergarten to the fifth grade. At this time an interesting section of an outstanding book is dramatized. This serves to acquaint the children with the free reading list. It has been found that many children will not read books that, to them, seem large and bulky. Libraries have informed us that the "Reading Circle" has encouraged reading of the books that have been dramatized during the term.

WONDERS OF NATURE (Thursdays, 2:45-3:00 p. m.)—Program dealing with Natural Science. This program is intended for the fifth to ninth grade. The theme of the story concerns Billy and Jane who, with their father, are enjoying a cruise around the world with their Uncle, Captain Strange, on his yacht, *The Adventure*. Their journeys have taken them to such places as the Galapagos Islands where they see the giant Iguana and large turtles. On their visit to Yucatan, in Central America, they visit the old Mayan Temples at Chichen Itza. On their trip across the Caribbean Sea they run into a hurricane and Captain Strange explains the cause of these disturbances. The geography and history of the various places visited are woven throughout the story.

THE WORKSHOP PROGRAM (Fridays, 2:45-3:00 p. m.)—Is for the purpose of experimenting with the building of programs, to find methods to improve the work. This series also serves to allow the presentation of the latest material in various fields. Such subjects as the Road to Burma, the Quick-Freeze Industry and Stratosphere Flying are a few of the subjects that have been given during the fall term. Resumes of the world news for the week are often given during this program. This illustrates the flexibility of the "Workshop."

During the spring term a new series in United States History will be inaugurated. The program will stress outstanding events in the early history of our country. These will include The Mayflower Compact, Benjamin Franklin and the Federal Constitution, Alexander Hamilton on Adopting the Constitution.

All programs of the Alameda City School of the Air are dramatized as it has been found that there is more retention value from this type of program.

The programs are planned as a supplement to the classroom instructor and not as a public relations medium.

How Teachers Use School Broadcasts

(Continued from page 3)

and attempting to carry out its suggestions.

The preparatory activities that were reported least frequently for all programs were the following:

- (1) specific exercises to make the pupils ear-minded
- (2) taking an imaginary journey related to the broadcast
- (3) having students write out what they knew about the topic of the coming broadcast
- (4) asking someone outside of the class to tell the class about the topic
- (5) visiting a radio station and seeing a broadcast.

Activities During the Broadcast

Among the seventeen activities on the checklist which described teacher activities while the students were actually listening to the broadcast, the most frequently reported item was listening attentively as a member of the audience. Thus, among these selected teachers, at least, school broadcasts had apparently succeeded to some degree in breaking down the usual barrier between teacher and students. The second most frequently reported activity was maintaining as near absolute quiet as possible. To the degree that this implied that the teacher had frequently to resume her role as disciplinarian, this activity is in conflict with the first. To the degree that it implied that the teacher, while acting as a member of the classroom audience, also kept a sharp ear out for unnecessary noises that interfered with the total listening situation, it was naturally supplementary to the first.

Over half of the teachers reported taking notes on the points made as the broadcast proceeded, and most teachers indicated that they allowed those students who wished to take notes to do so. About one-quarter of the teachers reported that they definitely asked all students to take notes while the broadcast was on the air.

Some teachers reported a variation of straight note-taking in the practice of writing key words or new words that occurred in the broadcast on the blackboard. At each point in the broadcast where a new term or an important technical term was used, the teacher would write this word on the blackboard in order to acquaint the pupils with its spelling, and to make sure that the word would be defined and understood after the broadcast.

In only ten cases out of the two hundred and five did teachers report having students maintain the same formal listening posture throughout the entire broadcast; and on only six occasions did teachers report that they

found it necessary to change the seats of certain students.

Apparently program reception was not frequently interrupted by outside noises. Only twice did any teacher report leaving the classroom to locate the source of an outside noise.

The one activity during the broadcast that was not checked by any teacher was "preparing for the next class, grading papers, or writing letters." Among a small minority of teachers who use radio regularly, the radio period is looked upon as a chance to catch up with other duties. Apparently there were none of these among the group which cooperated in this study.

In comparing the listening patterns for the four different types of social-studies programs, it was found that "listening attentively as a member of the class" was reported with the highest frequency in all of them. For the news and current-events programs, the second most frequently reported activity was note-taking by the teacher. The third most frequently reported activity for the news and current-events programs was asking all students to take notes. Apparently so much information is crammed into this type of school broadcast that teachers feel their students cannot remember enough if they only listen. The listening pattern for *Frontiers of Democracy* was unique in that the activity reported with the second highest frequency was "speaking to the pupils about order." Since the *Frontiers of Democracy* programs, this particular year, consisted largely of informal discussions about social problems by high-school students, this finding raises a serious question about the efficiency of this technique in holding the attention of students.

Follow-Up Activities After the Broadcast

Apparently the greatest concern of the teachers using all five broadcast series was in having students remember the content of the broadcasts. The most frequently reported activity was that of having the students retell the parts of the program that were most interesting to them. The second most frequently reported activity was that of the teacher questioning pupils about specific details of the broadcast.

Another general characteristic of the follow-up activities was an apparent emphasis by the teachers on the teaching of radio discrimination. This was done in two ways. In over half of the utilizations reported, the teachers had the students discuss the good and the bad features of the broadcast, and in nearly as many cases teachers reported carrying on discussions in which the broadcast just heard was compared with other school and out-of-school broadcasts. None of the teachers reported having students write their criticisms to the producers of the broadcast.

In comparing follow-up activities for the five different broadcast series, certain significant differences were noted. The most frequently listed follow-up activity reported for the *This Living World* series was attempting to connect the broadcast with regular class activities. For *History in the Making*, the other current-events program, the most frequent practice was the answering of student questions about the program. The most frequent follow-up activity reported for *Frontiers of Democracy* was having the students discuss the good and bad features of the program. In the utilization of the *New Horizons* series, the most common type of follow-up activity was having the students retell the most interesting parts of the program. This was also the most frequently reported follow-up activity for the *Ideas That Came True* series. The utilization of *New Horizons* was unique, however, in that apparently a much greater stress was placed on "making books dealing with the topic of the broadcast available to students." Either the material in the *Teacher's Manual* gave the teacher a greater supply of information about available books or the *New Horizons* program was presented in a way that stimulated further classroom research.

The follow-up activities that were reported least frequently were activities that placed a great amount of emphasis upon pupil planning and execution. In not a single class was a radio script on a topic similar to one of the broadcasts attempted. On only one occasion did the members of any class try to write a poem about the content of any broadcast. Only twice did any class attempt to stage a make-believe broadcast as a follow-up activity. In only three times out of two hundred and five, were class committees reported to have taken action on matters suggested by a broadcast. Only twice was any class reported as carrying on an experiment to settle questions raised by a broadcast. And only three times did any class report and demonstrate to other classes in the school, the knowledge it had gained from the broadcast. Since these follow-up activities of broader scope were so infrequently used, it would seem especially important that school broadcasters make their programs as complete as possible so that program effectiveness does not depend overmuch on extensive classroom utilization.

A tabulation of the teacher's reports on the fourth category of the checklist which dealt with the type and location of the radio receiving apparatus, and with the conditions during listening indicated that these teachers used table model radios, and that the apparatus was located in the classroom. In less than five per cent of the two hundred and five reports were static noises

(Continued on page 12)

How Teachers Use School Broadcasts

(Continued from page 11)

or program-fading serious enough to compel cutting off the program. We may conclude, therefore, that these teachers were situated near enough to the radio station which carried the desired program to be able to use a small radio set satisfactorily, and, furthermore, that they had taken precautions to insure that the radio set was properly tuned.

The general conclusion to be drawn from this study of the practices of twenty selected teachers each reporting an average of ten school broadcast utilizations in the course of one academic year is that these teachers have been mainly concerned with getting the radio programs to fit in as closely as possible with the subjects which they ordinarily teach. Some evidence was indicated that the programs were appreciated as a new and unique classroom experience worth while on its own account, and that the programs were utilized to vivify and to illustrate the regular school work, but by and large radio was treated as one more classroom routine. We may be sure that with the unselected teachers who use radio in the classroom, this is even more the case, because under the usual pressure of public school administration and supervision teachers are not encouraged to stray very far, if at all, from well-established routines of teaching approved subject-matter content.

If radio is to serve its unique function of bringing fresh, important subject-matter and unique methods of presentation into more classrooms, administrators and supervisors must provide encouragement and training to teachers in service. And teacher-training institutions must take educational radio seriously as an important learning aid by providing adequate radio utilization demonstrations and extensive background knowledge of radio to trainees. The development of an important new classroom technique should not be left solely to the initiative of the individual teacher.

Roosevelt-Churchill Albums

President Roosevelt's December 8th war message to Congress and to the Nation. One 12-inch record. Columbia (36516).

Prime Minister Winston Churchill's speech before the joint session of Congress last December 26. Four 12-inch records. Columbia Album C-85 (55010-55013). Also available in automatic sequence as Album MC-85 (55014-55017). Price, \$3.68.

Bach, Beethoven and Brahms From Breakfast to Bedtime

(Continued from page 5)

- 8:00 a.m. Breakfast Symphony (continued). Mancinelli—Venetian Scenes: The Flight of the Lovers; Bach—Chorale Prelude, "We All Believe in One God"; Sibelius—Symphony No. 6 in Eb; Weber—Peter Scholl and His Neighbors; Overture; Strauss—Festival Quadrille.
- 8:55 a.m. News.
- 9:00 a.m. Composers Corner. Debussy—Chansons de Bilitis; Sonata No. 2 for Flute, Viola and Harp.
- 9:30 a.m. Brief Classics.
- 10:00 a.m. Lisa Sergio's Column of the Air.
- 10:30 a.m. Salon Concert.
- 10:45 a.m. Operetta Memories. Music by Romberg.
- 10:55 a.m. News.
- 11:00 a.m. Other People's Business, by Newgold and Dettinger.
- 11:30 a.m. Symphonic Interlude. Delibes—Le Roi l'a dit; Overture; Bach, K.P.E.—Concerto for Orchestra in D.
- 11:55 a.m. News.
- 12:00 m. Luncheon Concert (Program of lighter classics).
- 12:55 p.m. News.
- 1:00 p.m. Your Request Program
- 1:55 p.m. News.
- 2:00 p.m. Excerpts from Opera. Wagner—Die Walküre.
- 2:30 p.m. Chamber Music. Brahms—Clarinet Quintet in B minor, Opus 115: First Movement; Mozart—Clarinet Quintet in A (K.58): Fourth Movement.
- 2:55 p.m. News.
- 3:00 p.m. Dance Time.
- 3:55 p.m. News.
- 4:00 p.m. Music of the 19th Century, conducted by Harriett Johnson Norville, with Hubert Norville, tenor.
- 5:00 p.m. Design for Defense. Guest: Tony Sarg.
- 5:15 p.m. Musical Varieties. British Songs.
- 5:25 p.m. News.
- 5:30 p.m. Great Masters. Villa-Lobos—Choros No. 7; Wagner—Die Meistersinger: Prelude to Act III; Liszt—Mephisto Waltz.
- 6:00 p.m. Music to Remember.
- 6:25 p.m. News.
- 6:30 p.m. Dinner Concert. Mozart—The Impresario: Overture; Strauss—Tales from the Vienna Woods; Bach-Gounod—Ave Maria; Mozart—Symphony No. 40 in G minor (K. 550): Minuet; Wieniawski—Russian Airs; Mendelssohn—Scherzo, Opus 16, No. 2; Traditional Hungarian Melody.
- 7:00 p.m. The Guest Conductor—Sir Thomas Beecham. Bizet—The Fair Maid of Perth Suite: Morning Serenade; Mozart—Symphony No. 31 in D (K. 297, "Paris").
- 7:25 p.m. News.
- 7:30 p.m. Treasury of Music. Mendelssohn—Piano Concerto No. 1 in G minor; Octet in Eb, Opus 20: Scherzo.
- 8:00 p.m. Symphony Hall. Moussorgsky—Boris Godunov; Symphony Synthesis; Mendelssohn—Violin Concerto in E

minor; Strauss—Voices of Spring.

- 9:00 p.m. Quincy Howe, news commentator.
- 9:15 p.m. Musical Personalities. Gregor Piatigorsky, cello recital.
- 9:30 p.m. WQXR Orchestra conducted by Eddy Brown. Hasse—Euristeo: Overture; Shostakovich—Suite (first performance on the air).
- 9:55 p.m. News.
- 10:00 p.m. The Record Album. Paganini—Perpetual Motion; Gluck—Orpheus and Eurydice; Dance of the Spirits; Bach—Concerto in D for Two Violins.
- 10:30 p.m. Encores. Chopin—Nocturne No. 19 in E minor; Debussy—Le Promenoir des Deux Amants; Petite Suite; Minuet; Schumann—The Prophet Bird.
- 10:50 p.m. News.
- 11:00 p.m. Just Music. Hellmesberger—Entr'acte Valse; Padewski—Minuet; Rimsky-Korsakoff—The Snow Maiden; Dance of the Clowns; Strauss—The Merry War; Kiss Waltz; Gossec—Gavotte; Luigini—Ballet Russe; Mazurka; Tchaikovsky—Nutsacker Suite; Dance of the Sugar-plum Fairy; Traditional—Hungarian Czardas; Marie—La Cinquantaine; Gretry-Mottl—Ballet Suite: Minuet; Strauss—Viennese Bonbons; Gillet—Loin du Bal; Haydn—Symphony No. 94 in G ("Surprise"); Second Movement; Traditional—Gypsy Festival; Mozart—Ave Verum Corpus; Wagner—Albumbblatt; Cui—Orientale; Winters—Nocturne: The Lake.
- 12:00 md. Midnight News Bulletins.

You can see from this the quantity, quality and variety we broadcast. A great amount of thought and planning goes into the production of these seventeen hours a day, so much, in fact, that WQXR needs a staff of more than fifty people. You will note a lack of formal "educational" programs, but we maintain that anyone listening to this variety of programs cannot fail to be stimulated mentally. That stimulation has gained for WQXR its large and loyal audience. If we started to tell our listeners that this sort of broadcasting is good for them, and "educational," we would probably lose a large part of our regular audience.

Not only has this program policy proved a success in building audience, it has also vindicated itself in the business world. Sponsors on WQXR use our kind of programs to advertise their products. They have found our audience so appreciative of good programs, that the sales results they obtain on WQXR are most satisfactory.

This recital of our experience may not be of much use to people engaged in scholastic educational broadcasting, but perhaps it will be of some value as a pragmatic method of appealing to listeners.

School Radio Equipment

(Continued from back cover)

tion in the Association's official magazine, *THE JOURNAL OF THE AER*, explaining techniques of operation, organization, and administration which have been found to be particularly effective in relation to common radio-sound equipment uses in the schools. (1-a, 1-b, 2-a, 2-c, and 2-d).

2. It is the further recommendation of the committee that the AER commission radio-equipment specialists and/or school people experienced in specialized school uses of radio-sound equipment to prepare special bulletins dealing with certain equipment problems which seem to be of immediate and general concern to schools. (1-e, 2-c, and 2-d.)
3. Similarly, the committee recommends that AER publicize, through periodic reviews in its official magazine, books and pamphlets issued by other organizations and individuals, dealing with specialized uses of radio-sound equipment in the schools. (1-b, 1-d, 2-a, and 2-b.)
4. The committee recommends, further, that the AER establish a "New Radio-Sound Devices of Interest to Schools" department in the *JOURNAL OF THE AER* devoted to explaining to school people any new equipment items which seem applicable to school uses, together with their prices and source of availability. (1-a, 1-c, 1-d, and 2-c.)
5. Another recommendation of the committee is that the AER establish an "Idea Exchange" department in *THE JOURNAL OF THE AER* through which contributors might pool their experiences relative to school activities involving the use of radio-sound equipment. (1-b, 2-a, 2-c, and 2-d.)
6. The committee recommends that, when a permanent AER Committee on School Radio Equipment is established, one of its major functions be that of providing advisory assistance to schools in relation to their local equipment problems. It is the thought of the present committee that the permanent committee, in response to requests from schools for advice on radio-sound equipment problems, would either make its recommendations by letter, mail to the school asking advice any special bulletins dealing with the problem in question which it might have available for distribution, or refer the request to some other organization or individual qualified to give an expert opinion. (1-a, 1-b, 1-c, 1-d, 1-e, 2-a, 2-c, and 2-d.)
7. In relation to requests from schools for advice on radio equipment prob-

lems the committee recommends that one of the duties of the permanent AER Committee on School Radio Equipment be that of maintaining a cumulative summary of equipment difficulties reported by schools, and that the data thus collected be periodically summarized and made available to manufacturers of school radio-sound equipment to guide them in making needed changes in equipment items produced for the school market, or in developing new radio-sound devices needed for specialized uses. It is further recommended that, when any manufacturer of school radio-sound equipment indicates a willingness to develop new radio-sound devices to meet specifications recommended by the permanent AER Committee on School Radio Equipment, the committee undertake to survey the potential school demand for any such equipment item. This might be done either by mailing appropriate questionnaires to a representative sample or school systems, or by including a careful description of any such equipment item in *THE JOURNAL OF THE AER*, together with a detachable reply form to be mailed in to the committee. (3-a, 3-b, and 3-c.)

8. Finally, it is the recommendation of the present temporary committee that the AER encourage the scheduling of special radio-sound equipment discussion and work-study group sessions at all local and regional conferences on education by radio, and at all conventions of national educational organizations in which the AER participates as a member organization. (1-a—3-c, inclusive.)

This eight-point program of suggested AER equipment services to schools is herewith submitted to the membership of the ASSOCIATION FOR EDUCATION BY RADIO, this 5th day of December, 1941, with the recommendation that it be transmitted to the Permanent AER Committee on School Radio Equipment, at such time as this committee shall be appointed, for consideration as the basis for establishing continuing services to schools interested in the use of radio.

Signed—The Temporary Committee*
on School Radio Equipment
of the Association for Education by Radio.

*Temporary members participating: Emil Andresson, Board of Education, Chicago, Ill.; William D. Boutwell, U. S. Office of Education, Washington, D. C.; Ellsworth Dent, Educational Director, RCA Mfg. Co., Camden, N. J.; William Levenson, Director, Station WBOE, Cleveland, Ohio; R. R. Lowdermilk, Bureau of Educational Research, Ohio State University, Acting Chairman in place of Appointed Chairman, H. M. Buckley.

Charter Members of the AER

A. Brown Miller, Shaker Heights, Ohio.
Lucille Smith, Tahlequah, Okla.
Edward J. Heffron, Washington, D. C.
Wilson Bower, Hollywood, Calif.
Ethel Glasmann Clark, Ogden, Utah.
Marcus Bartlett, Atlanta, Ga.
Ruth M. Thomas, Wilberforce Univ., Wilberforce, Ohio.
Rollo G. Reynolds, New York, N. Y.
Alice M. De Hater, Burbank, Calif.
B. E. Coan, Fort Davis, Texas.
Clyde R. Miller, Teachers College, Columbia Univ., New York, N. Y.
James H. Scull, New York, N. Y.
Mrs. Marjorie Reich, Chicago, Ill.
Daniel J. Magner, Chicago, Ill.
George Lowther, Nat'l Broadcasting Co., New York, N. Y.
Jack Johnstone, Bronxville, N. Y.
Marjorie Cooney, Station WSM, Nashville, Tenn.

Educational Radio and World Conflict

(Continued from page 1)

it. And now with the war closing in about us here in North America, with blackout curtains shrouding the light, we must be doubly sure that the passion of the conflict does not dim the light of intellect. We must fight now, at once, to save our way of life, and the ultimate values, so that while preserving our civilization, we may continually rebuild it.

This war challenges every man and woman, but the challenge is greatest to those in positions of responsibility. He who plans an educational radio program has a very great responsibility. It is his duty to make sure that the stuff from which a broadcast is woven is the basic stuff of our culture. We cannot depend on the commercial stations, which are organized for profit, to put values first. The air waves are a national resource which must be used to save the world for men of good will. The radio can be used to do this by creating in the listener a desire to attack the real problems of life, to attack the problems of good citizenship in the world community. With it, we must urge each man and woman, each boy and girl, to make a constructive contribution to the life of the community, to see that the common purpose of man comes first; and, to realize that a working vision and a working faith are needed. Radio has done away with the walls in our classrooms and homes. It has crossed the international boundaries and bridged oceans. It has destroyed many nations. But it can be used constructively. Are educational broadcasters ready to use radio to present problems with courage and conviction which will help men to live the democratic way? This is the challenge.

Temporary A. E. R. Committee

Reports on School Radio Equipment

At the time of its appointment, the *Temporary AER Committee on School Radio Equipment* was charged with the responsibility of drawing up a tentative program of services which the ASSOCIATION FOR EDUCATION BY RADIO might legitimately undertake to provide for schools in relation to problems involving the use of broadcasting, radio-reception, and program-distribution equipment. To guide the collective thinking of this committee, it was specified that any services to be undertaken by the AER in this direction should be planned in relation to actual problems which are of general and immediate concern to schools, and should have, as their ultimate purpose, the promotion of a more-effective and more-comprehensive use of radio-sound equipment in the schools.

Accordingly, the committee, as the first order of business at a series of meetings held concurrently with the *Fifth School Broadcast Conference*, December 3 to 6, 1941, attempted to formulate a set of general principles to guide its recommendations to the Association.

The consensus of opinion of the committee was that the majority of school radio-equipment problems are explainable in terms of one or more of three general causes. First, a great many teachers and school administrators know too little about the nature and availability of the various electro-mechanical devices which might be used in the schools either to comprehend their potential applications to education, or to select appropriate equipment for providing desired services. Second, a great many school people, likewise, have had so little experience or training in the actual use of radio-sound equipment that they are unable to comprehend the fundamental requirements to be observed in its manipulation, management, and care. Finally, many of the problems which schools encounter in attempting to use radio-sound equipment arise from the fact that manufacturers, unable to foresee the exact conditions under which their products will be used in the schools, have produced radio-sound devices for the school market which are not wholly appropriate for the precise uses to be made of them.

Services suggested by the committee for remedying these conditions are summarized in the following outline:

1. In the opinion of the committee, there is an immediate need for an equipment information service to schools, aimed specifically toward acquainting school people with the various types of radio-sound equip-

ment which appear to have potential applications to educational functions. Such an information service might be provided through the preparation and publication of special articles and bulletins, and through scheduling special equipment seminars and work-study group sessions at educational radio conferences. The following topics are suggested for especially-detailed explanation:

- a. Specific items of equipment needed in order to provide for various educational services, together with details of arrangement and installation which have been found to be generally satisfactory
- b. Potential uses of program-distribution systems other than the reception and distribution of radio programs for classroom listening
- c. The nature and operational characteristics of new electro-mechanical devices of apparent applicability to school uses
- d. Relative costs and sources of availability of each of the various types of radio-sound equipment which seem appropriate for school use
- e. The exact procedure to be followed in obtaining a license for a school-owned frequency-modulation broadcast station.

2. The committee agreed, further, that there is a need for an equipment advisory service which would enable local schools to get unbiased opinions from technical specialists in relation to problems involving the selection and operation of radio-sound equipment in relation to specified educational functions. Such an advisory service might be provided through direct correspondence with local school personnel, and through "Equipment-Problem Clinic" sessions scheduled at educational radio conferences. The following topics are suggested for general treatment:

- a. Precautions to be observed in order to insure satisfactory reproduction of radio programs and transcriptions for classroom listening
- b. Techniques and procedures for organizing and managing student activities built around the use of radio-sound equipment
- c. Practical suggestions for modernizing present radio-sound equipment installations to provide for additional uses
- d. Procedures for determining equipment needs in terms of desired applications.

3. Finally, it was the belief of the committee that there is an urgent need

for providing an information service to manufacturers of school radio-sound equipment, which would undertake to keep manufacturers informed as to the specific uses schools are attempting to make of various radio-sound devices, the exact conditions under which radio-sound devices of various types are used in the schools, and the particular difficulties which schools report in connection with the use of such equipment. The following specific services are suggested for immediate consideration:

- a. Supplying manufacturers with periodic summaries of equipment problems reported by schools.
- b. Suggesting to manufacturers any new items of equipment, or changes in present equipment, whose need would seem to be indicated by the number and nature of complaints received from schools.
- c. Surveying the potential school demand for new items of equipment.

Obviously, it would not be practicable for the ASSOCIATION FOR EDUCATION BY RADIO to undertake such an extensive program of equipment survey and advisory services as this at the present time, since a program of this scope would probably require the services of a technical staff if all of the services that have been indicated were offered concurrently. Moreover, some of these services are already being provided, to some extent, by other organizations, such as the COMMITTEE ON SCIENTIFIC AIDS TO LEARNING, the U. S. OFFICE OF EDUCATION, and the EVALUATION OF SCHOOL BROADCASTS PROJECT. Eliminating, then, those of the services mentioned in the foregoing list which would require establishing a permanent technical staff, together with those already being provided by other organizations, the committee recommended the following program for consideration by a permanent equipment committee of the AER as soon as such a committee may be appointed.

Recommended Program of AER Equipment Services:

(Number and letters in parentheses refer to services similarly designated in the preceding outline.)

1. It is the recommendation of the committee that the AER invite radio-equipment specialists and school people experienced in the use of radio to prepare articles, for publication (Continued on inside back cover)